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ABSTRACT

On the basis of a survey of the literature pertaining to the special education and guidance needs of the handicapped, a survey of existing programs at 47 California Community Colleges, the proceedings of advisory committee meetings, interviews with counselors, college health services staff, and representatives from community agencies working with the handicapped, a core guidance curriculum was developed to meet the needs of handicapped students at East Los Angeles College. Recognizing the psychological need of the handicapped student to be trained with the normal student, four minicourses were developed which centered around interpersonal relationships, career guidance, introduction to college, and study skills. Course descriptions of these four minicourses are provided, and tables of data describing characteristics of handicapped students at East Los Angeles College are appended. (NHM)

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DEVELOPMENT OF A CORE GUIDANCE CURRICULUM TO MEET THE NEEDS OF THE HANDICAPPED STUDENTS AT EAST LOS ANGELES COLLEGE

by

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ABSTRACT

The special guidance needs of the handicapped student planning to continue into higher education have been inadequately addressed by most institutions of higher learning. This study has reviewed the literature pertaining to the special education and guidance needs of the handicapped to provide a background for establishing a guidance core curriculum at East Los Angeles College. In addition a survey was made of existing programs at 47 California Community Colleges by means of a questionnaire. Further recommendations and input were extracted from advisory committee meetings, counselors, college health services staff and representatives from community agencies working with the handicapped. Their formulation of objectives assisted in delineating the type of guidance courses that were decided upon to constitute the basic core. Recognizing the psychological needs of the handicapped student to be trained with the normal student as much as possible, four mini-courses resulted centering around interpersonal relationships, career guidance, introduction to college, and study skills. These courses comprised the core for students taking the Certificate program, A.A. degree program, or the transfer curriculum and were offered for the first time in the Fall 1975 semester. This formalized structure will be evaluated after one year's operation. The courses have been printed in the schedule of classes and the special counselor to the handicapped assisted the students in enrolling.

The outcomes anticipated from having the student complete the core will be to provide information that will help the student to succeed in college work; namely study techniques, personal appraisal, career planning, and familiarity with special resources.

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I. INTRODUCTION

Handicapped or disabled students have found it extremely difficult to continue into higher education and to prepare themselves for a vocation or career because of lack of understanding of their problems by colleges and universities. Higher education has not made special efforts to recruit, assist and retain the disabled student with same intensity that has been extended to the culturally and educationally disadvantaged.

Specific problems facing the disadvantaged student are inadequate counseling, architectural barriers, lack of special assistants, tutors, and aids, inadequate counseling and special guidance, prejudice and misunderstanding by faculty not oriented to their special needs, and lack of special equipment necessary to assist them in meeting their educational needs.

Most colleges lack detailed information on this special segment of their student population. The need to accurately identify the number of handicapped students on campus exists, as well as basic knowledge about the types of handicaps they have, and other pertinent data necessary for developing criteria to meet their special educational needs by an informed staff.

The handicapped represent an important human resource that can become productive and self-sustaining if the problems of their educational needs can be overcome.

There are one million individuals in California today with handicaps and disabling illnesses that prevent them from seeking employment by which they could become self-sustaining. Some have received their injuries as a result of the Viet Nam War. These veterans are returning by the thousands to become dependent upon society. In addition, there are those who have sustained their handicaps as a result of birth defects and have spent their entire lives with the burden of their handicaps. The opportunity to continue a college education has been restricted. There are also the blind, deaf, crippled and the myriad of other disabling illnesses that have produced within our population a group of individuals who have become dependent upon the State for their support. Higher education has not developed extensive programs of training, counseling and rehabilitation to assist this unproductive segment of our society so that they may become a vital and self-sustaining portion of our manpower reserve. Today, we are concerned with the conservation of our natural resources, but little has been done by the community colleges to develop and train this natural resource. Much is being done at present by the community college to develop and train the culturally and economically disadvantaged, but little research and study has been done to deal with the needs of the physically disadvantaged.

The modern approach to this problem is being recognized by specialists in this area as being one of total rehabilitation. This concept entails the treatment of the handicapped medically as the

primary effort and is concluded with the training and placement of that individual into a vocation or career that he is capable of performing. This can only be achieved when there is a joint effort made to provide medical, psychological, educational and social assistance.

The role of the community college in the training of the handicapped can only be successful when it has coordinated the efforts of these various agencies in the development of its program.

National Health Survey indicates 40% of U.S. population has some chronic illness or impairment. This is 70 million people. Thirteen and one-half million are limited in the work they can perform. Causes include cardiac conditions, arthritis and other handicapping diseases, as well as loss of limbs, sight or hearing. There are more than two million disabled persons, many of them public charges, who want to and could work if given the guidance and training.

Vocational Rehabilitation helps disabled people build up and use the abilities they have. The Vocational Rehabilitation Agency provides medical examinations to determine the physical abilities and provides tests to learn about the individual's work skills and interests. It provides some general counseling and guidance and helps the handicapped individual to discover a suitable employment objective. It works with various schools and colleges to provide training opportunities, but the colleges also need to cooperate in a joint effort to improve the guidance services it renders.

It has been found that certain handicaps actually enhance the individual's capacity for particular occupations. It has been found that individuals suffering hearing losses can concentrate better in industries where noise and distraction are prevalent. They do well as file clerks, printers, linotype, tabulator and key-punch operators.

Blind workers with their developed sense of touch have made superior assemblers, inspectors and sorters in industries such as electronics, aircraft and missile production.

Still many employers hesitate to place handicapped workers because they are not knowledgeable about their capabilities or they believe they will increase their insurance costs, produce less and be a hazard to themselves or to others. This is not true when the person has been properly placed and trained. It is important for the College to inform the employer as well as the student.

The total program cost of rehabilitation is devided between the State and Federal Government. The ratio is three Federal dollars to two State dollars. An individual who can become self-supporting through education and training will return $7.00 in Federal income taxes for the remainder of his working life.

II. STATEMENT OF THE PROBLEM

Handicapped students have found advancement into higher education and career preparation difficult because of the lack of programs oriented to their special needs. Specifically inadequate counseling and guidance, complicated by faculty not oriented to their learning problems has prolonged their college education or discouraged the less hardy and resulted in their dropping out.

The handicapped student can become a productive, able student with special attention and counseling services that are tailor-made to meet his special needs. The problem of serving these students efficiently could be eased by formalizing the guidance program into a group counseling setting with courses designed to support the needs of the handicapped student. The handicapped student does need special attention. The opportunity to have an orientation to the world of work should be afforded him with a realistic concept of what his abilities are. The disabled student needs to be made aware of the career opportunities open and encourage to take advantage of them. Presently this type of counseling help is limited.

III. PURPOSE OF STUDY AT EAST LOS ANGELES COLLEGE

The purpose of this study is to:

A. Become informed of the needs of the handicapped student and determine the value of guidance curriculum core for the handicapped and other interested students at East Los Angeles College.

B. To provide a background of information and data concerning the handicapped student that will permit the College to make recommendations concerning a program of guidance courses.

C. To gather information from meetings with community resource personnel concerned with the problems of the handicapped and incorporate their recommendations and suggestions at East Los Angeles College's program.

D. To review current literature on education of the handicapped in order to provide background for planning a core curriculum in guidance and the meeting of special needs.

IV. SIGNIFICANCE OF THE STUDY

It is important that the College have a strong guidance program in operation with its vocational and transfer curricula. A true assessment of the abilities of the handicapped individual must be made, and the guidance counselor must assist the handicapped student in making realistic choices, because the reality of the physical limitation cannot be overlooked. The physically handicapped simply do not have the freedom of choice that the regular college student has. The eventual placement of the trained student must also be considered by the placement officer. Society can assimilate many handicapped workers; however, the opportunities will be more limited. The student must be prepared to face these problems as well as the College in setting up a program for the handicapped. Many students never see a counselor because there is no mandatory guidance program. It is believed by the establishment of a more formal guidance structure consisting of an organized curriculum core of courses for credit that more students will avail themselves of the opportunity to week counseling.

It is very important to help the handicapped student achieve personal and social adjustment through a better understanding and use of his abilities. An often quoted statement: "It is not disability, but ability that counts", is very true. It is through this belief that many handicapped men and women can be trained to become independent and productive members of our democratic society.

Involved in this process is a realistic assessment on the part of the student of his abilities as they pertain to his goals. He must be guided by his counselor to select vocational areas that are in agreement with his aspirations and his abilities. He must be provided with a selection of choices that will provide him with the opportunity to develop and operate effectively.

The counselor should be able to provide the student with information about himself and occupational, career, and employment opportunities. In addition, placement counselor should have contacts with employers hiring the handicapped and provide suitable employment opportunities for the student upon completion of his training.

Research[1] shows that personality adjustment of persons to physical handicaps occurs with greater frequency as compared with the general population. A higher incidence of withdrawal, hypersensitive and over-inhibited behavior is reported. This necessitates the instituting of a counseling position in any program planned for the physically handicapped. Guidance for the handicapped involves the total efforts of many persons -- the doctor, the nurse, the rehabilitation worker, the placement officer, the instructor and the administrator.

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[1]Gonick Barker, Adjustment to Physical Handicap and Illness: A Survey of Social Psychology of Physique and Disability, (N.Y.: Moseby Co., 1969)

V. HYPOTHESIS

Counseling and guidance for the disabled students is more effectively administered in a formalized structure consisting of a core curriculum.

VI. BACKGROUND

The modern concepts of educational philosophy for the handicapped advocate the utilization of existing facilities and curricula used by the non-handicapped. This is important because it provides an educational atmosphere that is conducive to the mental health of the handicapped student. It provides normal competition and stimulates the student to match his ability against the able which he will be called upon to do when he becomes employed in his chosen vocation.

It is an accepted fact in the education of the handicapped student that he be enrolled in the regular curriculum if at all possible. Vocational training of the adult must have the same aim if it is to produce its desired goals. It is simpler to modify facilities, provide student aids and tutors to assist the handicapped and train faculty to instruct and accept them, than it is to provide separate schools and special vocational programs. At the same time, however, each handicapped student must be treated as a separate individual and counseled according to his specific needs. The counselor must thoroughly assess the abilities and interests of his counselee and provide him with a program designed specifically for his needs. The increased effort to recruit this specific target population has resulted in greater numbers of students and group counseling may provide the most responsive assistance. The values of the group activity have been supported by many lines of

experimental evidence and many human goals can be achieved more efficiently by cooperative effort than by individual endeavor.

Wherever possible the duplicating of other than guidance curricula and facilities for the handicapped should be avoided because of the economics as well as the psychological effects.

Many industries have attempted to simplify the counseling of the physically handicapped into certain occupations or jobs by developing criteria for specific occupations and matching various handicaps against them. Using such lists has certainly simplified the task of the vocational educational counselor, but is certainly fraught with serious shortcomings because it tends to limit the student and his choice of occupation instead of providing background material to expand his job horizons. Lists may be compiled for one-eyed men, one-armed men, one-legged men, but each job may seriously vary in physical demands. The placement counselor or vocational educational counselor may be tempted by such short-cuts, and the College, in planning curriculum be swayed to use these criteria without attempting to delve with insight deeper into the needs of individual students. Placing handicapped students into a particular curriculum or placement in work experience should be guided by the same principles that the counselor used with the physically fit; namely, mental ability, personality, educational background, motivation and interest.

However, the following information is compiled with the hope that it will serve to broaden the curricular opportunities that research has found various types of handicaps excelling in. The major categories of handicaps are as follows:

1. The Cardiac
2. Orthopedically Handicapped
3. The Deaf and Hard of Hearing
4. The Blind and Partially Sighted
5. The Arrested Tuberculous
6. Epileptic

A. Cardiacs

There are many classifications of heart disease with varying degrees of severity and resulting work limitations. This means that each cardiac represents an individual problem, and occupational counseling will be dependent upon the physician's advice. East Los Angeles College finds this to be its second highest group, comprising 15% of the total handicaps.

The United States Civil Service Commission, however, has drawn up a list of over 300 industrial occupations for such individuals upon whom limitations on physical exertion have been placed. The following listing represents a few of the vocational curricula offered by East Los Angeles and

other Los Angeles Community Colleges that students with this handicap might be qualified for and interested in:[1]

Accounting

Advertising and Graphic Arts

Art Crafts

Fashion Design and Textile Design

Radio or Broadcasting

Clerical

Secretarial

Architectural Drafting

Chemical Technology

Social Service

Photography

Electronics

Animal Husbandry: Raising Lab. Animals, Poultry, Etc.

Home Economics: Food Preparation and Sewing

Library Technician

Creative Writing

PBX

Cosmetology

Placement of the cardiac student in a suitable vocation is not as difficult as far as the employer is concerned because the disability doesn't show. His problem,

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[1] Louise Neuschutz, Jobs for the Physically Handicapped (New York: Bernard Ackerman Inc.) pp. 27-28

however, is psychological because he is frequently beset with constant fears. He may also have been unemployed for some time; therefore, a satisfying and stimulating vocational choice is extremely important in order that he achieve good mental health. He may have to confront retraining because of his affliction. Selection of a less strenuous occupation than one he has pursued in the past is necessary in many cases and requires the cooperation of both the physician and the vocational counselor. The number of people suffering from heart disease is increasing because of the stress of modern life. It is the number one cause of death in the United States today. The counselor must not only be concerned with the choice of the student as to occupation, but must also be concerned with the environment of the occupation the counselee will be placed upon completion of his chosen curriculum. He must not enter a poorly ventilated, damp workshop, nor one that is full of dust or presents sudden changes in temperature. The placement counselor needs background in the requirements of each particular handicap as well as an understanding of the psychological needs of the handicapped student.

B. Orthopedically Handicapped

This group comprises 31% of East Los Angeles College's handicaps, the largest group. The Federal Board of Vocational Rehabilitation classified orthopedic disabilities as follows:

1. Fracture or joint injury, both simple and compound
2. Cerebral palsy
3. Effects of Poliomyelitis
4. Spinal injuries and curvatures
5. Arthritis (joint inflammation)
6. Muscle or nerve injuries
7. Acute monarticular joint disease
8. Amputation of arm, hand, finger, leg or foot
9. Disability or deformity of hip, shoulder, arm, hand, fingers, foot or back

Two-thirds of orthopedic handicaps is due to accident or injury. Diseases account for one-third. Needless to state, the problems of selecting vocational curricula will depend largely upon the individual's abilities. As many as 10,000 persons each year lose arms or legs in accidents. About 300,000 people in the United States wear prosthetic appliances to replace lost limbs. In an article in the Ladies Home Journal, Major De Seversky wrote, "I owe my success to the loss of a leg". He stated "... the loss of a leg made life ahead of me more exciting than ever. It added dimensions of satisfaction to the things I was determined to do... Things which were ordinary, routine and commonplace for other people would be halved with excitement and thrill now for me by reason of my handicap". Monty Stratton, a pitcher for the

White Sox, lost a leg in a hunting accident. He was fitted with an artificial leg, and returned to his team as a pitcher.

After the student has received medical and financial help through rehabilitation, the College stands ready to assist in every way in his educational rehabilitation.

The following partial list is presented to show the variety of work that can be done by the physically handicapped successfully. These are not specific recommendations, because this will depend upon the individual's particular problems, aptitudes, physical endurance and interests.

Accounting

Advertising

Salesmanship

Commercial Art

Carpentry

Home Economics

Art Crafts: Pottery, Weaving, Batik, etc.

Proofreading

Engineering Drafting

Electronics

Agriculture

Secretarial

Office Machines

Tool Designers

Assemblers

Sheet Metal Workers

Photographers

Business Management

Business Data Processing

C. Cerebral Palsied

There are 350,000 cerebral palsied individuals in the United States. Approximately seven cases of cerebral palsy are born every year in each 100,000 population. The vocational training should start in childhood in order that aptitudes and interests can be developed in the right direction soon enough. When the time comes for actual vocational education, they will have in their background an assortment of interests in areas they are able to perform in. The cerebral palsied may be divided into three groups according to their disabilities:

1. Mild affected: Mild disability in arm or leg, and a mild speech involvement that does not hamper them greatly, Rarely mentally retarded.

2. Moderately disabled: These people can readily get around and are able to attend school. Speech affected, but not severely.

3. Seriously disabled: In this category are those whose mental and physical disabilities present a serious problem in job placement. Their speech, hearing, sight,

may be extremely poor and they may have mental retardation.

Some of the cerebral palsy students are highly motivated but must be appraised in a realistic fashion so that the occupation they chose will be able to allow them to enter and accomplish satisfactory performance in spite of their limitation. An example of poor counseling and guidance was Robert M. He was permitted to enter college and major in education. He was successful in his studies and graduated with honors, but because his speech was poor and difficult to understand, he was not able to be hired. The cerebral palsied person needs intelligent speech, useful arms and ability to walk to be enrolled in the usual community college curricula. This does not mean that he cannot be a self-sustaining member of society, but the key to the proper placement and selection of an occupational major lies with the counselor. The range of cerebral palsy involvement is so great that each individual must be evaluated according to his physical, mental and personal assets. The Spastic Review published a job survey of work done by the cerebral palsied which they state is by no means complete or meant to be the final analysis, but might serve to stimulate the imagination of the vocational counselor who is guiding such individuals:

Library Science	Cosmetology
Law	Photography
Teaching	Writing
X-Ray Technician	Interior Decorating
Agriculture	Animal Husbandry
Accounting	Clerical
Art Crafts	Ceramics
Laboratory Technician	

D. The Deaf and the Hard of Hearing

There is a great deal of confusion among the lay public as to the definition of "deaf" and "hard of hearing". The "deaf" are those who were born so or lost their hearing in infancy before acquiring speech. They number about 150,000 in the United States and have received their education in special schools for the deaf. Their education has always been aimed for preparing them for a world of sound. They do well in occupations that require manual skills and do not require hearing. Deaf workers are particularly adapted to the metal or printing trades or any occupation where loud noises do not distract or bother them. The deaf have keen observation and are able to concentrate on their work better than most employees. The United States Civil Service Commission has found over 500 occupations suitable for the deaf. College Education may be obtained by the deaf at

Gallaudet College in Washington, D.C. At Gallaudet College students are trained to be teachers of the deaf, librarians, draftsman, laboratory technicians, scientific farmers, chemists and insurance salesmen. The Federal Civil Service hires many deaf women in clerical positions.

The hard of hearing face a more difficult problem, because many have lost hearing in later life after they have learned a vocation. Many times it is necessary to be retrained and learn a new vocation. The degree of hearing loss must be considered. A musician, a stenographer, a teacher cannot continue in their chosen field. Many have been retrained successfully in:

Architectural Drawing	X-Ray Technology
Commercial Art	Accounting
Dental Mechanics	Office Machines
Drafting	Dress Design
Laboratory Techniques	Horticulture
Statistician	Photographer
Cabinet Maker	Proofreader
Animal Husbandry	File Clerk
Printer	Cartographer

The American Hearing Society conducts a year-round campaign to combat discrimination against the hard of hearing, whose number in the United States is estimated at 15 to 20,000,000. About 70% of jobs are said to be available to

The hard of hearing but getting along with employers and fellow-workers is in some cases a real problem. The United States Civil Service Commission, Washington, D.C., issued a pamphlet, "Positions for Which the Hard of Hearing May be Considered". It contains listing of occupations for which the acoustically handicapped who are otherwise qualified, will be admitted to examinations where, in the opinion of the Commission and the appointing officer, the hearing defect will not prevent proper performance of duties for which examinations are announced.

E. The Blind and the Partially Sighted

Today the opportunity for the blind to enter the professions and many other occupations is greatly increased. At one time only handcrafts and other limited areas of training were available. Today both men and women without sight are working in some 300 different occupations. It is estimated that of 314,000 blind persons in the United States, only about 20,000 are gainfully employed. About 6,000 are employed in industry and 3,700 in agricultural jobs. Around 3,000 more are employed in sheltered workshops.

The Office of Vocational Rehabilitation, on behalf of educational programs for the blind, conducted demonstrations showing methods by which vocational instructors could train blind students in their regular classes. Public vocational

schools in 19 states accepted blind students for training along with the sighted. Since the end of World II, State Rehabilitation Agencies throughout the United States have secured employment for thousands of blind men and women. The New York Civil Service Commission has announced that blind typists and stenographers may now apply. Blind persons may apply for positions involving machine transcribing duties. California now has about 100 blind teachers in its public schools. Sixty-five of the 100 are regular classroom teachers of sighted children; the others teach adults, junior college students or blind children.

The major problem as stated by Mr. Robert Acosta, a blind teacher of social studies at Chatsworth High School, is the prejudices which state that blindness is an incapacitating handicap that cannot be overcome. Acosta was originally barred from the UCLA School of Education because of his blindness and transferred to California State College at Los Angeles. He received his bachelor's degree and his teaching credential. He was named one of America's Outstanding Young Men for 1968 by the Junior Chamber of Commerce.

It is now possible for the blind with the aid of typewriters, dictaphones, braille, talking books, radio and portable electro-braille communicators to have their place as fully functioning members of society.

Federal legislation has created more chances for the blind to support themselves in small business. Through the Randolph-Sheppard Act Congress now allows small businesses, e.g., newspapers, candies, tobacco, etc., to be opened in Federal buildings by the blind.

The number of occupations open to the blind are limited because of the physical demands, but in addition, the blind still face the prejudices of the employer. The Ford Motor Company has consistently employed blind workers. Blind employees are able to do well in factory work, agriculture, music, skilled trades, typing, clerical, metal and woodwork.

The following represents a list of some occupations the blind or visually handicapped may be trained for:[1]

Salesmanship	Medicine
Insurance	Teaching
Business Management	PBX
Typing and Dictaphone Work	Social Service
Music	Library Work
Auto Mechanics	Crafts
Animal Husbandry	Proofing Braille
Horticulture	

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[1]Louise Neuschutz, Jobs for the Physically Handicapped, (New York: Bernard Ackerman Inc., 1948)

F. The Arrested Tuberculous

In spite of the progress of medical science in the control of tuberculosis, there still is about 400,000 known active cases in the United States today. Many others do not know they have it. The number of arrested cases is estimated to be around 500,000. The majority of man and women are in the 16 to 60 year age group, and many of them who would ordinarily be a part of the country's labor force need counseling and retraining because of their health condition. East Los Angeles has the highest incidence rate for the whole city. This is in part due to the socio-economic status and the immigration from Mexico.

The arrested tubercular may be capable of physical exertion, but the right kind for his or her particular condition. The individual needs to be counseled into a suitable occupation as soon as possible. Some training can be offered while the person is under medical care in the hospital or at home recuperating. This can be achieved by home study through TV courses or correspondence. Part-time work experience when recovered can provide a tolerance for work which can be expanded by slow degrees. The sheltered workshop is benefiting a great many arrested cases. Rarely are they able to assume the same type of work they did before being treated.

There are about 250 occupations which arrested cases of tuberculosis can be trained for. The individual requires both academic and medical counseling before he can make the decision he wishes to pursue. Frequent and short rest periods during working hours may be necessary.

State Rehabilitation agencies placed 13% of the clients into professional, semi-professional, technical or managerial jobs. Ten percent were placed in service occupations and two percent on farms. State Rehabilitation agencies report a fairly good cross-section of jobs in the country as a whole have been entered by the arrested TB. They have entered the professions, semi-professions, technical and managerial areas. They have assumed clerical and sales jobs, service jobs and manufacturing jobs. Teachers, reporters, draftsmen, commercial artists, radio operators, stenographers, telephone operators, attendants, janitors, farm workers; all have been placed by the State Vocational Rehabilitation Agencies.

Training for a specific kind of work is started either in or out of the "san". It may consist of retraining, brush-up training, new training or advanced training. In general, great physical strain or tensions are to be avoided. The person's doctor should make the final decision after the person has been counseled and tested.

G. The Epileptic

Epilepsy is an ancient disease surrounded by a great deal of superstition and misinformation. Many outstanding people have been subject to the disease and still made great contributions: Napoleon, Julius Caesar, Mohammed, Lord Byron, De Maupassant, Flaubert, Swinburne and others. Unfortunately through ignorance it has been surrounded by a stigma of shame and prejudice. The disease is associated in the minds of many with insanity and feeblemindedness. This is not true. There are four main types:

1. Grand Mal - This affects about 65-70% of the cases. There may be convulsions followed by a period of deep sleep or relaxation. There may be a warning before the attack.

2. Petit Mal - This constitutes about 20-30% of all epileptics. The symptoms are mild. Loss of consciousness may only be seconds.

3. Jacksonian Seizures - Convulsive seizures that affect only one side of the body. Usually begin in the foot and work up to the arm.. Affect about 10% of the cases.

4. Psychic Seizures - Affect about 7%. There is no loss of consciousness, but individual suffers from short periods of amnesia.

It is understood that an individual suffering from these forms of epilepsy could be a hazard to themselves and their fellow workers if they were engaged in an occupation that used machinery or had them in charge of controls that would involve the safety of others. However, can we deprive these young people from entering a college occupational curriculum and bar them from employment if through medication their seizures are almost controlled? Through better means of diagnosis today their illness can be determined and through modern medicine and drugs the frequency and severity of their attacks reduced. The great danger is when the individual is forced to conceal his illness. There is certainly occupations these students can be guided into where they can function ably and well. However, the employer must overcome his practice of discrimination. This can be achieved when the educational institution, the guidance counselor, the placement officer and the employer function as a team. The value of a guidance core curriculum for the handicapped is that employers could be brought in to class to interpret his role and at the same time have the value of dialogue interchange with the handicapped student. Learning is a two-way process. The employer can be shown that these

people can do a job and the modern employer knows that people are his most valuable resource. There is increasing evidence that those with epilepsy are finding acceptance on the job in terms of their abilities to do the job. Those with epilepsy can be guided and trained by the College in suitable work and are proving to themselves and society that they are able and successful employess.

The important fact today is that there are many epileptics working at a variety of jobs in nine major areas:

1. Professional
2. Managerial
3. Clerical
4. Sales
5. Services (Personal and protective)
6. Agricultural (Fisheries and forestry)
7. Skilled
8. Semi-skilled
9. Unskilled

WORK EXPERIENCE:

The most accurate verification and assessment of the needs of the handicapped student is actual on-the-job experience. The sheltered environment the classroom imposes is removed and the student is able to experience the demands of his chosen vocation, as well as the psychological experience of relating to fellow workers, employers and supervisors. The adjustment needed by the individual can be a positive result because it will serve as a conditioning experience where he is able to build up a tolerance to employment demands in a controlled environment. This course carries credit and should be a part of the guidance core curriculum.

The handicapped student is also able to know through actual experience whether or not he has made the correct choice of vocation for himself. Work experience will also serve to provide the student with a greater sense of security when he secures his first position. The disabled worker has a greater emotional obstacle to overcome than the able. He is more conscious of his errors and failures than his able counterpart. He is more nervous because of the importance he attaches to success. This "breaking in" period can do a great deal to insure the success of the physically impaired worker by starting him correctly and preparing him thoroughly for the work to be done. The selection of an on-the-job trainer is most important. He should be a friendly, sincere and patient instructor, with a thorough working knowledge of the job to be taught. He must be empathetic and be able to put himself in the

position of the uncertain and inexperienced employee. He should be advised of the impaired worker's capabilities by the placement office so that he may properly present the training program.

THE DISABLED VETERAN:

It is a sad commentary, but Harold P. Russell, Chairman of the President's Committee on Employment of the Handicapped told Congress, Friday, July 10, 1970, that only four out of five disabled veterans of the Southeast Asia war are earning a suitable living wage.[1] Although more than 120,000 Viet Nam veterans are drawing compensations for service-connected disabilities; only one out of five have taken advantage of the Veteran's Administration education and training programs. Of the nation's total of twenty-eight million veterans, only 10% take advantage of the training program.

It is apparent that although there are many schools and colleges offering programs of vocational and transfer education, the disabled veteran needs to be made aware of them and encouraged to take advantage of them. Again this need could be achieved through the guidance core curriculum. Better lines of communication must be established between the veterans and the community colleges. Mr. Joseph Antony of the Los Angeles Veteran's Assistance Center said that the Veteran's Assistance Center personally contacts every discharged veteran for the purpose of motivation to continue education and obtain jobs.

Mr. Jack L. Rugh, Secretary of the Mayor's Committee on Employment for the Handicapped, stated that it is his job to find employment for the disabled, contact employers and convince them

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[1]See Appendix, Exhibit C

To hire the handicapped. Many employers are reluctant to hire the handicapped because they think that their workmen's compensation insurance premium rates will go up. However, this is not true. The workmen's compensation provides that if a handicapped employee is injured on the job, the employer will not be liable for the previous handicap, but only for later injuries.

When searching for jobs, disabled veterans, like most of the rest of America's disabled may meet with prejudice from prospective employers. They are under the misconception that there is increased liability by having them on the payroll. They also believe that the disabled will prove to be poor workers and high insurance risks. In actuality, statistics prove the opposite. Absenteeism is lower and their productivity is higher indicating that they are conscientious and hard-working. Since there are no laws forcing employers to hire the disabled veteran, the only hiring which occurs takes place on a voluntary basis. The Federal Government assists in a small way by giving them twenty extra points on the civil service test, but this is the only benefit. Public agencies such as the police and fire departments won't accept disabled veterans, and the school system rarely hires them. Aircraft industries hire only a token number as well as other large companies.

More legislation must be passed to force employers to discontinue discrimination toward disabled veterans and expansion of the fair employment laws to protect the rights of the disabled as well as those of minority races and creeds.

Ten percent of the total number of United States veterans live in Southern California. Nineteen hundred of the 100,000 have participated in some form of rehabilitation program. The disabled American veterans are a large reservoir of manpower not yet utilized to its fullest by industry and business. President Meany of the AFL-CIO said that "they are a group that suffers from prejudice, discrimination and inadequate opportunity".

What occupations can the disabled veteran engage in? He can be a computer operator, a programmer, draftsman, mechanic, plumber, small business manager, etc. He can do nearly any job the unhandicapped can do. He requires special education training and guidance. It is the responsibilty of the community colleges not only to recruit more disabled veterans into their occupational training programs, but to provide them with suitable counseling and guidance. This can best be achieved through the group approach in an organized structured guidance core curriculum.

VII. DEFINITION OF TERMS

1. Handicapped - Students whose physical disability falls into one of the major categories:

   a) Cardiac

   b) Orthopedic

   c) Deaf and Hard of Hearing

   d) Blind and Partially sighted

   e) Arrested Tuberculosis

   f) Epilepsy

2. Core Curriculum - A basic group of courses general to any major that would together serve a specific function.

VIII. LIMITATIONS OF THE STUDY

This study applied only to the students at East Los Angeles College identifying themselves as handicapped on the application form. Many students decline to state because they fear it might affect their application for employment or career choice, e.g., epilepsy.

The fact that not all students are required to be examined by the College physician or have a personal contact with the College nurse limits the evaluation of the total number of students enrolled. In addition to this limiting factor, not all students respond accurately to the general inquiry concerning his health and any serious handicaps that may prevent successful adaptation to the physical and academic requirements of the College.

Not all Colleges in the State of California were sampled, only a sample (80%) was taken.

Not all students can be required to take the core curriculum proposed, so evaluation at a future date in a follow-up study of this research will be limited to a sample.

Lastly, measuring the affective area that a core guidance curriculum would have is subject to interpretation and would be difficult to measure.

IX. BASIC ASSUMPTIONS

It is assumed that a sample of 38 colleges is adequate upon which to base conclusions and recommendations, and a student sample of 700 students at East Los Angeles College adequate.

It is assumed that the majority of students completing the application form are answering accurately.

It was also assumed that the opinions given by the Advisory Committee members were accurate and represented the feelings of the groups they represented.

X. PROCEDURES FOR COLLECTING DATA

A brief survey instrument was designed by the investigator to gather data concerning programs for the handicapped conducted by other colleges in California.[1] The instrument was sent to 47 colleges in the larger cities of California. Eighty per cent of the colleges responded and the data is delineated in the report.[2]

In addition to the survey questionnaire, visitations and interviews were conducted at colleges and special schools for the handicapped in Los Angeles.

Advisory committee meetings solicited suggestions and the minutes are contained in the Appendix. The meetings were comprised of community people working with the handicapped, staff, handicapped students, and administrators.

Data was accumulated from computer print-outs made from the application form filled out by all students upon entering East Los Angeles College. This provided data concerning the type of handicap and the students major as declared on the application. Also, studied were reports from the high school district showing the numbers of students with different handicaps in the feeder higher schools that East Los Angeles College draws from.

Lastly, literature was surveyed concerning programs for the handicapped at co-leges and universities throughout the United States.

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[1] See Appendix ,ExhibitB [2] See Chapter X

XI. RESULTS OF STUDY

The purpose of this survey is to gather data concerning programs for the handicapped conducted by other colleges in California, and elsewhere, in order to provide a background of information that will permit East Los Angeles College to make recommendations concerning a guidance core curriculum.

Scope and Limitations:

A survey questionnaire[1] was prepared and sent to approximately half of the 89 community colleges in the larger cities of California. The questionnaire covered special programs, counseling services, work study, and job placement programs for the handicapped students enrolled in their respective colleges. Eighty percent of the colleges responded and the data is delineated in the report.

In addition to the survey questionnaire, visitations and interviews were conducted to special schools for the handicapped in Los Angeles.

Also, data was collected from workshop attendance devoted to a study of educating the handicapped. This information is also described in Chapter XL.

An Advisory Committee (composed of community leaders) Meeting[2] was conducted at East Los Angeles College on problems of educating the handicapped and the minutes of that meeting are included in this report.

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[1]See Appendix, Exhibit B

[2]See Appendix, Exhibit A

Lastly, literature was surveyed concerning programs for the handicapped at colleges and universities throughout the United States.

Based on the above sources of information, this portion of the report concludes with recommendations for programs at East Los Angeles College.

During the past few years a great deal of interest and activity has been engaged in by the community colleges to become more relevant to the needs of the disadvantaged student - the student of low socio-economic background and of a minority ethnic group. Special programs consisting of remediation, counseling, faculty orientation and specifically designed curricula have been developed, funded and implemented with great success on the many community college and university campuses throughout the United States. Both State and Government agencies have enthusiastically supported such programs. However, relatively unmet, have been the needs of an almost equally great number of potential college students - the physically handicapped. These consist of students and potential students who have as a result of birth defects, illness and disease, accidents, and war sustained injuries suffer from a variety of disabilities which present difficulties to them in securing a higher education which can make them self-sustaining.

In this study, a sample survey was made of 47 community colleges in the State of California. Thirty-eight of the forty-seven California Community Colleges responded (80%).

The following list of colleges participated in the study:

Allen Hancock
American River
Bakersfield
Chaffey
Citrus
College of Marin
Compton
Contra Costa
Cypress
Diablo Valley
El Camino
East Los Angeles
Foothill
Fresno
Gavilan
Glendale College
Golden West
Grossmont
Hartnell
Long Beach City
Los Angeles Harbor
Merritt
Mt. San Antonio
Napa Community
Orange Coast
Pasadena
Rio Hondo
Riverside City
Sacramento City
Saddleback
Santa Barbara City
San Bernardino Valley
San Diego City
San Joaquin Delta
San Jose City
Santa Monica City
Southwestern
Yuba

Before describing some of the programs the different colleges offered to their handicapped students a summary of the general findings will be listed:

1. At the present time 39% have special programs for the deaf and hard of hearing, blind and mentally retarded and other disabilities.

Majority of the colleges on the preceding page accommodate the handicapped in their regular program.

2. Special courses developed by some of the colleges for the special needs of the handicapped are:

   a) Adaptive physical education
   b) Courses for the deaf in psychology, health, English and physical science.
   c) EMR classes
   d) Multi-track curricula, e.g., in Automotive

3. Special counseling and assistance is provided by 51% of the colleges for the handicapped student.

4. Twenty of the 38 colleges sought the aid of a special advisory committee in developing their programs.

5. Fifteen of the 38 indicated special equipment was available to their handicapped students in the form of:

   a) Braille typewriters
   b) Braille books
   c) Tape recorders and tapes
   d) Autotutors and other study skills materials
   e) Textbook tapes

6. Twenty of the colleges modified their facilities to reduce architectural barriers by:

   a) providing ramps

b) installing ramps

c) constructing special restroom facilities (toilets with handrails, and booths wide enough to accommodate wheelchairs)

d) special parking areas

e) special office space for the students

f) study and tutorial centers

7. Actual work experience programs are provided by the colleges and one other is planning to initiate.

8. Job placement is scheduled through the regular channels.

9. Funding sources for the special handicapped programs were:

a) VEA

b) State Department of Rehabilitation

c) State funds for the blind and the handicapped

d) Private donations

e) Easter Seals

f) Kiwanis

g) Arthritis Foundation, Heart, T.B. Association

h) Community resources

Santa Barbara City College co-sponsors a rehabilitation workshop for the handicapped which leads to preparation for competitive employment in the community. Counseling is provided for all handicapped students at the workshop, personal counseling as well as vocational counseling. They have special advisory committee, supporting agencies and organizations, and a Board of Directors. The workshop is referred to as WORK, INC. It is a work-oriented rehabilitation facility whose

primary objective is the preparation of handicapped individuals for competitive employment and regular earned wage. It is a non-profit organization created to help the handicapped person progress toward normal living and a productive vocational status. Approximately 2,000 are potentially eligible at this time. The workshop program saves many times its cost by reducing the tax burden of social welfare agencies. The workshop determines the client's work capabilities through professional evaluation, trains the client for work compatible with his capabilities and the local labor market and provides actual work experience in a business environment which prepares the client for placement in competitive industry. Individual counseling is an important part of the entire program. A significant part of the workshop's therapy is the experience of working in a well managed business.

The handicapped gain self-respect because they have an opportunity to earn wages and develop independence. The 16,000 square feet of workshop fully equipped with work sampling and production tasks for the handicapped serves every type of handicapped individual who may reasonably be expected to benefit from its program. The handicaps include physical, mental and emotional. The only requirements are a serious vocational handicap which can be medically diagnosed and the will to overcome it.

Most of the budget of WORK, INC. is earned through work performed by the handicapped employees. However, almost all of that income is paid in wages directly to the employees. Private and governmental

agencies contribute to the support such as State Department of Rehabilitation. Federal funding, PL 89-333, Section 12, City government, Kiwanis Club, Arthritis Foundation, Santa Barbara Foundation, Easter Seal Society, Bothin Helping Fund, and other private contributions.

Riverside City College. This college offers a special program for the deaf. They have developed special classes in English, History, Health Science, Physical Science and Psychology of Personal Relations. These courses are taught by trained instructors for the deaf. However, deaf students are encouraged and assisted to participate in as many regular classes as are feasible.

Special instructors are hired. They consist of two specially trained instructors to teach the core subjects. Interpreters are employed by the Department of Vocational Rehabilitation to interpret lectures in the various college classes. The college does have a special work experience program, but seldom uses it for the handicapped. All of the deaf students are clients of the Department of Rehabilitation and their counselors here maintain a placement service. Many of the students receive assistance from the Department of Public Welfare in the counties of which they are residents.

Golden West College. This college has a similar program as that described above for the deaf and hard of hearing. They, too, have a special counselor plus an interpreter for each student.

Fresno City College. This College is presently developing a program through an affiliation with the Fresno Rehabilitation Enterprises, a non-profit organization training handicapped and retarded individuals.

Bakersfield College. This college is in the midst of planning and examining needs to determine what special services and plans they should implement in the 1970-71 school year depending upon budget. They are contemplating providing special consideration at registration and assigning a "Handicapped Student Coordinator". They also have a braille typewriter, braillers, and some specially adapted toilet facilities for the handicapped. They are also considering a work experience program. They have a committee assigned to survey the problem entitled "Handicapped Survey Committee". They are at present determining the number of 12th graders who are expected to be available to community college services during 1970-71. They have also gotten out community press, radio releases in terms of offering questionnaires to interested adults in the handicapped community so that they can survey their needs and project these needs into budget plans, facility plans and professional staff needs.

Long Beach City College. At the present they are exploring the possibility of offering special courses for the handicapped. They have one EMR class listed in their catalog, but as yet have not offered the class.

At present when a handicapped student comes to the counseling office, the counselor makes a judgment as to what regular program offering

can be of benefit to the student. Special assistance from teaching machines, self-paced programmed instruction, available in one of the regular classes has been successfully used in many cases. The counselor works with the State Rehabilitation, or some related agency to provide special aids such as readers for the blind or tutorial help. They are planning to do more next year for the handicapped.

Grossmont College. Special recommendations have been made in regular programs for the handicapped. In the Technical Illustration Laboratory special drawing tables and boards have been provided. They have installed ramps and special restroom facilities. Their handicapped students are accommodated in their regular work-study program and placed for employment with the regular service.

They are operating under Phase II of a District Plan to provide educational assistance for the handicapped people of their district. A study concluded during the fall semester, indicated over 3,000 persons residing in the San Diego environs would be available for this assistance.

Hartnell College. Has had adaptive physical education. They have a special counselor for the handicapped. They provide assistance in the form of student tutors and readers for the blind. All of their buildings are ramped, and elevators installed in their two-story buildings. They have Braille books and records for use in their library listening stations. Special parking stalls for wheelchair students have been marked off.

Los Angeles Harbor College. Recruitment and identification: Local high school nurses recommend students in need of special health counseling from the graduating seniors who will be coming to Los Angeles Harbor College. They are also urged to make appointments with the State Rehabilitation counselor. Washington, D.C. maintains a list of schools that will accept handicapped students, and Los Angeles Harbor College is on this list. Lists of students on rehabilitation may be obtained from the Bursar's Office and the Office of Admissions.

Faculty will often report students with health problems that require special counseling. Students with excessive absences are requested to come in for special health counseling. The "Verification of Illness" form has been used at Los Angeles Harbor College to facilitate this screening. The student picks up this form at the Health Office. This is actually the only real health check and follow-up the College can perform on the students. This is especially important because of the low socio-economic status of Harbor's students. Also, faculty will refer students whom they feel have special health problems.

The students who are exempted from Physical Education also represent another group that will be checked and counseled. The counseling is done always on an individual basis. No group counseling is used.

The students with handicaps or other health problems know they are welcome to come into the Health Office for all types of assistance.

They may make up examinations with special assistance if they are blind or paralyzed.

Identification of Health Problems at Los Angeles Harbor College:

1. Students received health card in their registration packet of materials. This is filled out and collected by the Health Office. The students checking priority items (items 1-3) are requested to come in. If they are under 21 and enrolled in P.E., they receive special counseling regarding the selection of their specific activity.

2. Students checking "emotional health problem" who also indicate a teaching or nursing major are called in for counseling. The students are informed of the health requirements of their occupational selection, and this is recorded. If the students still wish to select the major even if they do not possess the health qualifications, they are permitted to go ahead, but this is noted on the student's record for future referral. If the student desires to pick a more appropriate field relating to his physical abilities, then he is referred back to a vocational counselor.

3. There is a definite need for funds being allocated for health counseling, as verified by Dr. Randall's report to the Board of Trustees:

At a meeting of Board of Trustees, Los Angeles Community Colleges, February 10, 1970, Dr. Harriett Randall, M.D., Director of Health Services for the Los Angeles City Schools, gave the Board a report on health services calling attention to the necessity for continued health care in the system, noting particularly that young people during college years need help with problems relating to anxiety, suicide, depression. She quoted Dr. Egeberg of HEW who says schools must do more to help young people meet their emotional problems. She was interested, too, in health impairments of a physical nature which might disqualify a student from a vocation, and hoped the schools would help in the correction of certain defects.

4. Severe personal emotional problems are referred to outside medical facilities, e.g., Harbor General, Multipurpose Clinic in Watts, or psychiatrists.

Recommendations made by the Los Angeles Harbor College Health Office for a good program should include the following:

1. Program Coordinator

   This person should have special training, e.g., nurse, doctor, etc.

2. Special counseling to provide individual counseling

3. Physical Environment

   Ramps, elevators, special height desks, water faucets, bathrooms large enough to accommodate wheelchairs, toilets with handrails.

Sacramento City College. Special assistance is provided during registration and throughout the semester. Provisions have been made for special testing, typing of papers and tutors. They have tape-recorders, ramped stairs and office space for their handicapped. The Department of Vocational Rehabilitation and the State Department of Education provide assistance for the blind and supply students with funds and equipment.

Other colleges and universities have made available to the severely handicapped special home study courses. The National Home Study Council, 1420 New York Avenue, N.W., Washington, D.C., has been instrumental in placing handicapped students in contact with over 1,000 correspondence courses that have had successful results. Students may learn skills such as watch making and repairing, drafting, typewriting, bookkeeping, dress design and many others.

University of Wisconsin. This university offers an inexpensive course in the management of a small business. The semester course is divided into 24 assignments. A faculty member adapts the course to individual needs.

University of Chicago. This university offers over 150 different home study courses. Included in their offerings are psychology, home economics, fine and applied arts, literature and study of great books. Students receive college credit and may begin a course at any time.

Another mode of home study is Educational TV. College is now able to come to the home of the handicapped student through television. This is a rapidly expanding program. Los Angeles has had great success in offering courses in Health, Geology Art, and many others over TV for credit.

ETV reaches students by way of two methods: 1) via air ways from TV stations or 2) by coaxial cable on a closed circuit. There are 24 stations capable of reaching 60 million in operation today. Over 100 colleges are operating closed circuits.

In Chicago, 1,325 adults took a complete two-year junior college course for degree credit by television.

In Memphis, Tennessee more than 700 students are enrolled in a course teaching illiterates to read.

New York University has a complete closed circuit set of studies and outlets. Students may earn credits toward a college degree. Other universities offering such programs are University of Detroit, Columbia, Harvard, Princeton, Stanford, John Hopkins, Washington University, Tulane and U.S.C.

Home Study: Telephone. Many schools and colleges employ this device. Locally Joseph Widney High School teaches several hundred students daily by telephone with great success.

When Frank Huettner was 14 years old, he lost both arms and legs in a school bus accident. In spite of this severe handicap, he became

a trial lawyer specializing in physical disability cases. He accomplished this major feat by a home-to-school hook-up. He graduated from the University of Wisconsin Law School and is now a practicing attorney in cases throughout the United States in spite of a total disability. The Bell System School to Home Telephone Service allowed him to listen in on the classroom activity via a two-way communication system. A secretarial service assisted him to take his examinations. Mr. Huettner dictated his answers. He even involved himself in extra-curricular activities. He debated with other students by telephone. Many schools and colleges employ this device.

Home Study - Library Services. Many libraries have provided extension services for the handicapped in hospitals, institutions and at home. More recent services include "projected books" in which libraries supply projectors and filmed books to the handicapped person.

Librarians will visit the home-bound individual and provide an outside social contact that is uplifting.

School and college libraries can greatly assist in home study. Planning services for the interested libraries are offered by Health, Education and Welfare, Washington 25, D.C. Also, the Department of Agriculture, Washington, D.C., supplies bulletins and pamphlets covering home crafts and agriculture subjects.

The Office of Vocational Rehabilitation, Washington 25, D.C., offers reports on home programs.

California State College at Long Beach has prepared a special booklet for their handicapped students outlining special restrooms for the handicapped in wheelchairs, as well as the special facilities in each building and its access.

Widney High School. (for the handicapped). All buildings may be reached by wheelchair. The drinking faucets and sinks are built lower so that they may be easily reached by the wheelchair student. The faculty have special training and credentials to work with the handicapped.

Students may be taught at home by means of the "Teleteachi[illegible]" device developed by the phone company. The teacher from a central office may reach all students and the student can also communicate with each other. This makes possible the discussion of the lesson by all persons as though they were in a classroom. Two shifts are operated, and 400 students are reached through this method.

RECOMMENDATIONS FOR EAST LOS ANGELES COLLEGE

I. Curricular and Instructional Programs:

The handicapped student should not be trained apart from the normal student, but should be assimilated and assisted to adapt to the regular vocational curricula offered by the College.

However, the handicapped student is sensitive and suffers from many psychological problems and while setting up special classes for all handicapped students is contraindicated, because it serves to emphasize their differences and their disability, special guidance and counseling is needed.

II. Special Services:

The handicapped student does need special attention. He may be educationally handicapped as well because of many years spent in hospitals and require tutoring. He should have a place to study. Accessible study areas, perhaps a desk or office, as well as a place to rest between classes should be planned for in a good program.

Aides should be available to assist the handicapped secure their lunches, get books from the library, make purchases at the bookstore, etc.

III. Special Staff Needs:

Counselor.

A trained counselor sensitive to the special needs of the handicapped student and having a background in rehabilitation and vocational counseling is desirable. The salary may be funded by the state.

The handicapped student needs this counseling early in his academic career to provide him with program information that will guide him into a vocation as a career where employment is possible upon graduation. The counselor must constantly be aware of vocational trends and employers' needs as especially concerns the employment of the handicapped.

Faculty.

One member, at least, on the faculty should possess an OH credential to insure the development of a sound educational program tuned to the special needs of these students and to serve as a resource person. This person might be hired as a consultant. The services of this person should also be directed toward the training of the regular faculty in in-service workshops on the handicapped student. The salary of this person should come from the program funds. If sufficient deaf students enroll, then an interpreter in the classroom is warranted.

Coordinator.

A coordinator should be employed as the program expands to work in the health office or with the counselor for the handicapped and the placement officer for the handicapped. This person might also work with industry as a liaison person to develop job opportunities.

IV. Auxillary Services:

Tutors.

Handicapped students may have difficulties because of their special handicaps in learning. Tutoring services should be available to all handicapped and may be paid for out of E.O.P.S. program.

Study Center.

A special study skills center should be available where these students will have available braille typewriters if they are blind, taped books, recorders, etc. Electric typewriters for those having muscular weakness or paralysis as well as page turners. Restrooms specially adapted to their needs as well as a lounge where they may lie down if necessary.

V. Equipment:

Special equipment should be requested under the VEA program for the handicapped such as tape recorders, braille typewriters, readers, talking books, study carrels, special office space, etc.

Building Plans:

Nearly forty states, plus the Federal Government, have passed laws requiring that all buildings constructed with public funds be accessible to the handicapped. At least a dozen colleges have made their campuses fully accessible to the handicapped. East Los Angeles College needs to provide ramps, special parking and other facilities as previously stated in minutes.

VI. Funding:

Increased funding should be requested in the new budget to provide for the above-mentioned. Program needs should be defined early in September to project budget needs by December for the regular college budget and proposals submitted to VEA and other funded projects.

VII. Orientation of Faculty:

The faculty needs to become more aware and knowledgeable of the problems and needs of the handicapped students. This should be accomplished by workshops, special committees and informative bulletins.

VIII. Recruitment:

Publicity should be given out relative to the special programs for the handicapped. Special efforts should be made to recruit the handicapped into higher education by contacting high school counselors, handicapped schools, veterans' hospitals, rehabilitation agencies, etc.

IX. Advisory Committees:

An Advisory Committee meeting should be planned again in the early fall, with a special effort made to get out the people from industry.

X. Special Programs:

In addition to the regular college classroom courses, the following may be implemented: TV courses, home study (correspondence), telephone teaching and mobile libraries.

XI. Central Office or District Recommendations:

ransportation.

If the District could set up zones for pickup and purchase the special mini-bus, described in the Appendix, the handicapped would be able to go to the colleges in their respective districts. Special contracts can also be made with RTD.

District Coordinator.

A position should be established to coordinate handicapped programs at all nine colleges. Also, this person should be the liaison with the high schools and special schools as well as veterans' organizations. This office should also assist the colleges with the procurement of funds from the State. This office should be an information center on problems of assisting the handicapped.

XII. DEVELOPMENT OF A GUIDANCE CORE CURRICULUM

INTRODUCTION

The first step in the developing of a new curriculum or course is to define the objectives, the purpose and philosphy of the institution and determine the community and individual student needs. Input from an advisory committee is essential and should include administration and faculty representatives as well as community leaders, prospective employers and individuals with technical knowledge to provide input for the core curriculum. Protesting may be considered to determine where the student is and plan the program to start from there.

Further, it is essential to implement a method for determining whether students have achieved objectives and whether materials used, methods planned or assignments recognize student differences.

The success of the program is promoted by its flexibility for change, continuous review and research such as student needs analyses, demographic characteristics and the socio-economic status of the population served.

The role the curriculum committee is important. The curriculum committee creates a two-way means of communication, that of the faculty who is in direct contact with the students and can communicate such experiences to the administration and that of the administration for communication of institutional mission goals and policies to the faculty.

Sub-committees should also be appointed composed of persons who possess the specialized competencies needed.

The minutes of the advisory committee meetings related to the program for the handicapped students will be found in the Appendix.

II. GENERAL OBJECTIVES

The purpose of developing a guidance core curriculum for the disabled student is to fulfill the following objectives:

1. Assure each student of highly competent counseling and guidance services.
2. To meet the individual needs of widely varying interests, aptitudes and backgrounds of students.
3. Assist students in their choice of vocational goals related to their abilities and to know in what areas they might have the greatest chance of being successful.
4. To meet the needs of more than one area of discipline or learning.
5. To meet the special needs of the disabled student that may be omitted in the regular program.
6. To fulfill community needs as it relates to the handicapped, the employer, and the parent and relatives.

Since the demands upon counseling time and staff cannot be met with increased enrollment, the rationale behind the guidance core curriculum for the handicapped and other students is that it

would more adequately serve more students and motivate students to seek counseling because of the credit and the structured approach. It is designed to attract beginning and experienced students who have not had the opportunity for counseling or guidance.

Further, this proposed core curriculum is intended to be flexible enough to be useful to all students, as well as the handicapped. It is intended to be broad enough to recommend to all students as an elective. Since the courses are intended to be of 10 weeks duration, it will provide additional opportunity for students to pick up later in the semester if they so desire. This program is designed to meet the needs of students taking work toward the A.A. degree as well as those who may wish only a certificate in one of the occupational areas. At East Los Angeles College the Associate in Arts Degree is awarded upon completion of the 60 units with a C grade in the prescribed courses of their major. These courses would serve as elective credit or general education for those desiring to transfer to a four-year college granting the Bachelor's degree.

III. DESCRIPTION OF COURSE OF STUDY

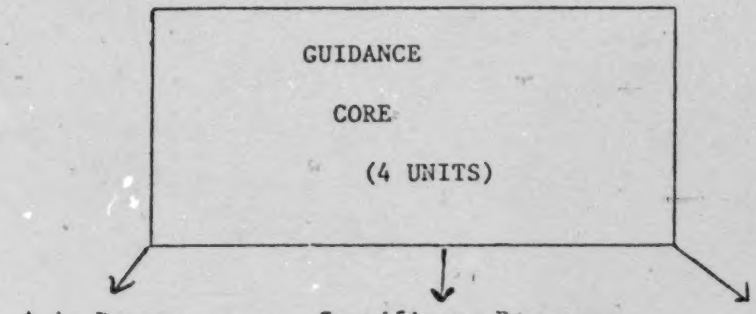
The guidance core would consist of four basic ten-week classes consisting of one-unit each. Two classes could be taken each semester along with the regular required classes of the major. These classes would grant elective credit toward the degree. The four classes constituting the basic guidance core would be as follows:

A. Orientation to College (Personal Development I)

B. Interpersonal Relationships (Personal Development 2)

C. Motivation for Study (Personal Development 3)

D. College & Career Planning for the Handicapped (Personal Development 6)



56 Units	Graduation Requirements Major	20 Units	Major Course Requirements	56 Units	General Education and Major
4 Units	(Core)	4 Units	(Core)	4 Units	Guidance Core
60 Units		60 Units		60 Units	

A. Course Descriptions:

Title: Introduction to College (Personal Development 1)

Units: 1-1

Prerequisites: None

Lecture and Discussion: 2 hours weekly (10 weeks only)

Course Description:

The purpose of this course is to provide information which will help the student to succeed in college work. Emphasis is placed on proper study techniques, note-taking methods, and procedures for

preparing college papers and reports. The student learns about the College, its administrative organization, its plans and facilities for education, and its services to the student. All phases of college activity are presented.

Materials will be disseminated to the handicapped student in braille and interpreters will be available to assist the deaf. This course is recommended for all new students.

Description of Content:

I. The Nature of Personal Development 1

A. Basic Concepts of College Success

1. Study schedules
2. Proper form for note taking
3. Preparation of papers
4. Study methods
5. How to listen better
6. College reading
7. Taking various tests
   a. Listening tests
   b. General interests test
   c. California Study Skills Test

B. Outstanding Speakers from the College

1. President
2. Dean of Student Activities
3. Dean of Instruction
4. Assistant Dean of Instruction
5. Assistant Dean of Admissions and Guidance
6. School Counselor

C. Notes are taken by the students of the talks given by the speakers mentioned previously.

D. Notes are taken by the instructor and these are compared with the student's notes.

II. The Second Ten Weeks

A. Students make counseling appointments with counselor

B. Students use study lab for extra help

C. Students use this time for study

Course Objectives:

1. To become acquainted with the College
2. To learn how to budget time (study schedule)
3. To learn to take notes
4. To learn listening techniques
5. To learn study techniques
6. To understand the techniques of college reading and the college courses offered in this field
7. To take tests on study skills, attitudes, listening skills, etc.

Methods of Evaluation:

1. Pre and post testing
2. Group participation
3. Final review

B. Title: Interpersonal Relationships (Personal Development 2)

Units: 1

Prerequisites: None

Lecture and Discussion: 2 hours weekly (10 weeks only)

Course Description:

This course utilizes a small group approach to the development of interpersonal skills, including acceptance of others as they are and the ability to listen in depth. An honest appraisal of strengths and weaknesses is made in an effort to help remove barriers to social and academic growth.

Description of Content:

A. Learning how to listen creatively.

B. Learning how to evaluate what a person says and what he means.

C. Learning to listen in depth.

D. Locating personal problems.

E. Being able to cope with personal and interpersonal frustration.

F. Being able to accept others as they are.

G. Being able to accept yourself as you are.

Course Objectives:

1. Empathic Understanding
2. The Communication of Respect
3. Facilitative Genuineness
4. Facilitative Self-Disclosure
5. Personally Relevant Concreteness or Specificity of Expression

6. Confrontation

7. Immediacy of Relationship

Methods of Evaluation:

1. Edwards Personal Preference Schedule or a similar measuring device.

2. Interpersonal Functioning Scales (Carkhuff, Helping and Human Relations, Volume II, pp. 315-327) or a similar measuring device.

C. Motivation for Study (Personal Development 3)

Units: 1

Prerequisites: None

Lecture and Discussion: 2 hours weekly

Course Description:

This course is designed primarily for the student who feels he know how to study but has difficulty in internal processes related to studying. In a small group setting, students and a counselor will discuss common study concerns and possible solutions to them. Emphasis will be placed on a group exploration of attitudes, behaviors, and feelings connected with study.

Description of Content:

A. Causes of Motivation Lag:

1. Negative self-concept

2. Need for outside approval

3. Unresolved conflicts

4. Anxiety and stress

B. Methods for Changing Academic Behavior Patterns:

1. Becoming aware of self-concept and learning to replace negative self-concepts with a positive self-image.
2. Resolving personal conflicts
3. Desensitization to test anxiety

II. Developing Successful Study Habits

A. Making a Study Schedule

B. Finding Appropriate Study Environments

C. Overcoming Blocks to Concentration

Course Objectives:

1. To develop a more positive self-image and motivation to succeed
2. To reduce test-taking anxiety
3. To improve ability to concentrate
4. To improve study habits and attitudes

Methods of Evaluation:

1. Pre and post testing
2. Final examination
3. Final practicum in ability to concentrate on study attitudes

D. Title: College & Career Planning for the Handicapped

(Personal Development 6)

Units: 1

Prerequisites: None

Lecture and Discussion: 2 hours weekly

Course Description:

This course is designed to introduce the physically handicapped to the special education program at East Los Angeles College. Included is a discussion of physically disability and its relationship to educational and vocational goals and to personal adjustment.

Description of Content:

I. Orientation

A. Discuss Special Services

B. Discuss Role of Physically Disabled in College Life

II. Psychological Aspects of Disability

A. How does Physically Disabled see Self

B. How does society see physically disabled

C. Coping in greater society

III. Vocational/Educational Goals

A. Vocational/Educational interests

B. Vocational/Educational aptitudes

C. Too broad or too narrow

D. Matching goals with physical disability

Course Objectives:

1. To orient physically disabled to college and special services program.
2. To discuss psychological aspects of physical disability
3. To clarify vocational/educational goals.

Methods of Evaluation:

1. Group participation
2. Pre and post testing

IV. BUDGET RESOURCES:

Instructor salaries for this new guidance core curriculum can be planned as a fractional teaching load in an existing college budget, or instructors can also be assigned on the hourly basis in an evening or extended day or regular day program.

Inclusion of this core of classes can be done at the time of planning the schedule of classes and during adjustment of instructor loads. Some of the classes will be taught by counselors and members of the psychology department.

The number of hours for the individual classes making up the core is:

2 hours per week for ten weeks = 20

If repeated the second 10 weeks = 40

4 classes times 40 = 160 hours/semester

160 hours x $12.74 = $2,038.40 for each semester

V. FACILITIES AND EQUIPMENT

A classroom with flexible seating arrangements is all that is required.

Library materials and Audio-visual facilities and equipment should be utilized.

Addition of new films and reference books should total about $200.00.

VI. CURRICULUM REVIEW AND CHANGES

Continued review of the core curriculum will be planned and followed through.

In order to keep up with meeting the changing student needs evaluation instruments will be given to the students at the end of each course to obtain feedback.

Periodic meetings with the advisory committee will be planned.

Follow-up contacts will be made with students who have completed the core curriculum to determine its value.

Flexibility will be maintained to incorporate the changes and improvements as they occur.

XIII. CONCLUSIONS

The data gathered indicates a strong need for special guidance services for the handicapped to address their particular needs. The number of students in significant to warrant one special class in the guidance core addressed to their particular needs (Personal Development 6) but the other courses should contain mixed composition to insure psychological security.

A formalized structure can more specifically relate student needs rather than just general counseling services because students at East Los Angeles College are not required to be counseled.

The mini course concept is flexible and carries units that can count toward graduation as well as motivate the student to seek it.

A class offered in Spanish has been very successful and this affords feedback data to confirm the hypothesis.

The final conclusions will be made on an evaluation study to be completed after the first years operation.

XIV. RECOMMENDATIONS

A. It would appear from the data that a formalized structure of providing guidance through a core curriculum would more effectively serve a greater number of students with handicaps.

B. The guidance core appears to be superior to allowing the student by chance to avail himself of this help.

C. At East Los Angeles College where the student body is composed of a great variety of handicaps that do not always surface or show visibly, this group method would encourage students to avail themselves of this type of guidance where they would not be singled out.

D. The advisory committee recommendations will be incorporated as funds permit:

a. A counselor for the handicapped, aware of their special needs and problems, should be available to them and special guidance courses initiated to meet student needs.

b. Provide special parking near ramped curbs.

c. Provide maps or brochures indicating accessible areas for the handicapped.

d. Restrooms need modifications - outswing doors, wide enough to accommodate wheelchair and rails on toilet.

e. Elevators to two-story structures, e.g., library, student center.

f. Fixed tablet armchairs need to be removed to provide enough space to accommodate a wheelchair.

g. Bookstore is not accessible - student aides should be present to assist the handicapped.

h. Student aides should be available to assist the handicapped at registration. They are needed to procure lunches, etc.

i. Transportation needs have to be met for students whose families can't take them.

j. Work experience is a vital part of the vocational training for the handicapped and should be offered.

k. Appropriate occupations as listed in the Federal Civil Service Bulletin should be among the vocational curricula available.

l. Special physical education courses can be made available to the handicapped who wish it.

m. Seek more special funds available from the State to expand program if needed.

TABLES

TABLE 1

EAST LOS ANGELES COLLEGE
HANDICAPPING CONDITIONS OF DAY STUDENTS

College Year	1970	1971	1972	1973	1974
1. Cardiovascular	34	33	50	58	74
2. Diabetes	10	9	15	17	15
3. Convulsive Seizures including Epilepsy	11	9	10	15	14
4. Kidney Conditions	9	5	4	4	4
5. Hearing loss (Severe)	15	21	20	17	18
6. Visual loss (legally Blind Partially Seeing)	6	8	9	10	7
7. Emotional	11	13	24	28	31
8. Neuromusculoskeletal	110	116	123	116	131
9. Other	68	68	111	114	127
Totals	274(5%)	282 (5%)	365(6%)	379 (6%)	421
Enrollment	5203	5304	5768	6106	6362
% of Total Enrollment	5%	[illegible]	6%	6%	6[illegible]

TABLE 2

Type of Disability	Percent of Handicaps
Neuromuscular	31%
Cardiovascular	15%
Emotional	7%
Hearing Loss	4%
Diabetes	3.5%
Epilepsy	3%
Visual Loss	1.5%
Kidney Disease	.9%
Other	30%

Percentage of
Disabling Handicaps of
East Los Angeles College Students

1974

TABLE 3
EAST LOS ANGELES COLLEGE
VOCATIONAL CURRICULUM
Selected by the
Handicapped

CURRICULUM	TOTAL	DIABETES	EPILEPSY	HEART	PHYSICAL DISABILITIES
Architecture	4				4
Art	8			3	4
Business	30			8	22
Computer Tech.	3				3
Data Processing	5		1		4
Electronics	4			1	3
Engr.-Drafting	2				2
Engineering	13	1	1	2	9
Fire Science	1			1	
Inhalation Therapy	2			1	1
Medical Record Tech.	2				2
Nursing	1				1
Photography	4		1	1	2
Police Science	4				4
Real Estate	1				1
Secretarial - Legal			2	1	
Social Service Tech.	18	2	2	2	12
Theatre Arts	1			1	

NOTE: 34 did not state

TABLE 3 (Cont.)

TRANSFER CURRICULUM

1974

Handicapped

CURRICULUM	TOTAL	DIABETES	EPILEPSY	HEART	PHYSICAL DISABILITIES
Bacteriology	1				1
Biology	2				2
Economics	2				2
Education	2			1	1
English	4		1		3
Foreign Language	1			1	
Geology	1				1
History	7	1	2		4
Law	3			1	2
Liberal Arts	29		2	8	19
Mathematics	1				1
Medical Technology	2				1
Medicine	4			2	2
Music	6			3	3
Nursing	1				1
Pharmacy	2				2
Physical Ed.	5			1	4
Political Sci.	3				3
Psychology	4			1	3

NOTE: 34 did not state

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TABLE 5

SPRING 1975 HANDICAPPING CONDITIONS

DISABLED	31
REHAB-AID	49
AUDITORY	82
VISUAL	110
SPEECH	7
DIABETES	69
EPILEPSY	176
HEART	72
ORTHOPEDIC	8
WHEELCHAIR	4
SICKLCELL	1
ASTHMA	5
EMOTIONAL	42
OTHR-PHYS	215
OVER-21	499
UNDER-21	201
MALES	404
FEMALES	296

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